TEKOPPEL ELEMENTARY SCHOOL
School Improvement Plan (SIP)

Planning Tools

SIP Schoolwide Strategic Planner
(Comprehensive Support/Targeted Support: PAI 1 and 2)

Schoolwide Strategic Planner (SWP)

Root Cause Tools

Self-Assessment Rubric (SIOT)

Management & Monitoring Tools

Planning and Monitoring
(Short-Term Cycles)

Action Plan & Short-Term Monitoring

TSI Subgroup Progress Monitoring
(Medium- & Long-Term Goals)

Disaggregated Data (CSI/TSI Subgroups)

Optional Supporting Tools

Culture & Climate 3rd Strategy
(Required for Priority: PAI 3)

Schoolwide Strategic Planner (C/C Planner)

Root Cause Tools

SIOT Analysis

SIP Input

SIP Input (stakeholder input)	
SIP Team Members	Kelsey Wright, Kristal Dellay, Cindy Evans, Charley Todd, Ashyton Reidford, Michelle Adams-Smith, Hayley David, Miranda Weinzapfel, Kim Sergesketter, Sarah Jourdan

SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Panorama, Big 5 Reports, GTIC, etc), answer the following questions:
1. List school's primary strengths and areas of improvement from the previous SY - forces or barriers working for or against the School Improvement Plan implementation (SIP).
2. List school's key opportunities and threats from the previous SY - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
3. After completing the SIOT analysis, what are the highest leverage school improvement strategies for the current SY?
4. Are there any opportunities we can take advantage of because of a strength?
5. Are there any threats compounded by a weakness?

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
-Panorama's topic of Emotional Regulation had a higher favorable reponse in Fall and Spring than both the similar school comparison and EVSC average. (49.4% favorable) -Math: 71% of students met or exceeded expected growth on NWEA and all but 3rd grade outperformed the district (K: 75%, 1: 59%, 2: 71%, 3: 62%, 4: 83%, 5: 75%) EVSC: 66% -Reading: 53% of students met or exceeded expected growth on NWEA and all but 3rd and 4th outperformed the district (K: 76%, 1: 52%, 2: 53%, 3: 49%, 4: 42%, 5: 47%) EVSC: 51% -PLCs: Teacher leaders report a focus on data analysis in the 22-23 school year -While there are several new teachers, those who have stayed have always been here and understand the students, school and community AND believe in it -Principal feels she has the staff needed to 'do the work' (interventionists, ast, .5 behavior specialist, counselor, SW, nurse, site coord). Resources are not a barrier to school improvement	-Pano? School Safety 10% lower than the district in Spring 50% favorable vs EVSC 60%- what question(s) are lowest? -ILEARN: 25% of students (Grades 3-5) met proficiency in Reading and 35% met proficiency in Math lower than both district and similar school -IREAD: There has been a steady decline of IREAD pass rates for 3rd graders (Spring+Summer) since 2019 ('19: 92.6,% '20: n/a, '21:74.7%, '22: 68.1%, '23: 63.5%) -Curriclum: Teachers report inconsistent use of EL reading curriculum and note variances in modifications to adjust rigor. ALL Block resources in grades 3-5 were not utilized -PLCs: While teachers reported looking at data, they also shared it was not used to drive instructional decision-making -Student Discipline/Time out of Class: At the end of April '23, Tekoppel reported the second highest number of ODRs and OSSs across the 18 EVSC elementary schools (916 ODRs, 91 Out of School Suspensions) -Teaching staff has lacked an instructional thought partner thus gaps exist with instructional strategies -Gap with some staff in skill or will to build relationships and develop skills with students who currently have behavioral skill dev. needs - Aug. '23 culture/climate WT data suggests that staff could use additional PD/practice with Precise Praise (observed 25% of the time) & Positive Corrections (observed 30% of the time)	**Strengths:** What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement? **Improvements:** What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?

Opportunities	Threats	Questions for Reflection
-New principal resetting teacher and student expectations such as lesson plans, content usage and student time out of class/ use of instructional minutes -School transition into the EVSC Support Network for increased support for principal, mentor teacher, teacher leaders and PLCs -Teacher leadership team is spending time on the development of PLC processes with reading content implementation at the heart of the work -Coalition of the willing exists on the staff to learn and take the next steps as a school	-39% of certified staff at Tekoppel have 0-2.9 years of experience (11) doubling the district average of 18.4% - Attendance: 51 or 10% of all students were chronically absent (attendance below 90% for the year) Specifically,15 or 17% of Kindergarteners were chronically absent. (Two mile walk zone and attendance district with highway separation to school could be impacting attendance- dig into data) -There is not a track record of accountability at the school and is a current barrier with some staff (for example- urgency with bell-to-bell teaching) -A culture of low expectations exists with some staff	**Opportunities:** What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how? **Threats:** What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?

Reflection

1. Importance of teachers maximizing instructional time with students
2. Some teachers lack instructional strategies (minimal differentiated groups)
3. Opportunity to build T-S relationships across all staff and all students even though strong pockets exist

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision:	*Empowering our students to thrive in life.*
1b. School Vision:	

2. Mission

2a. District Mission:	*Preparing every student to excel in our global society through world-class learning experiences.*
2b. School Mission:	

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Root Findings: [1]	**3b. Data Sources: [2]**
1. 39% of certified staff at Tekoppel have 0-2.9 years of experience (11) doubling the district average of 18.4%	1. District data via School Profile Report
2. BOY classroom walkthrough data suggests instructional minutes are not being maximized.	2. BOY WT Data: - All students are engagee in the work of the lesson from start to finish (20% yes) - Students are responsible for doing the thinking in this classroom (0% yes)
3. PLCs are not consistently implemented across grade levels.	3. BOY teacher information data & observation data
4. Achievement data has steadily declined over the past several years.	4. Achievement Data ILEARN - ELA last four years = 34% decline - Math last four years = 25% decline IREAD - 26.5% decline since 2017

4. What are we going to do about it?

4a. Strategy/Intervention #1: Develop PLC processes and practices so teams operate collaboratively to ensure teacher clarity on essential learning.	**4b. Strategy or Intervention #2:** Teachers maximize instructional minutes where all students are **engaged** in essential learning and **make their thinking visible** for the teacher.

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1: [3]

Metric Type:	*Implementation*	Metric used:	PLC Rubric Scores	
Data Set	**Baseline End of Q1**	**End of Q2**	**End of Q3**	**EOY End of Q4**
Goal [5]	N/A	K: 1st: 2nd: 3rd: 4th: 5th:	K: 1st: 2nd: 3rd: 4th: 5th:	K: 12/12 1st: 12/12 2nd: 12/12 3rd: 12/12 4th: 12/12 5th: 12/12
Actual	K: 7/12 1st: 4/12 2nd: 8/12 3rd: 4/12 4th: 8/12 5th: 5/12	K: 1st: 2nd: 3rd: 4th: 5th:	K: 1st: 2nd: 3rd: 4th: 5th:	K: 1st: 2nd: 3rd: 4th: 5th:

5b. Monitoring Strategy/Intervention #2: [4]

Metric Type:	*Improvement*	Metric used:	Classroom Walkthoughs: % of time students are engaged in work and visible thinking		
Data Set	**Baseline BOY Sept.**	**Benchmark #1 Week of Oct 23 & 29**	**Benchmark #2 Week of Dec 11**	**Benchmark #3 Week of Feb 5**	**End of Year Week of Apr 1**
Goal [6]	N/A	Engaged in Work = __% Y Visible Thinking = __% Y	Engaged in Work = __% Y Visible Thinking = __% Y	Engaged in Work = __% Y Visible Thinking = __% Y	Engaged in Work = __% Y Visible Thinking = __% Y
Actual	"Culture of Learning" Engaged in Work = 20% Y "Student Ownership" Visible Thinking = 0% Y	"Culture of Learning" Engaged in Work = 25% Y "Student Ownership" Visible Thinking = 3% Y	Engaged in Work = __% Y Visible Thinking = __% Y	Engaged in Work = __% Y Visible Thinking = __% Y	Engaged in Work = __% Y Visible Thinking = __% Y

6. What is our target?

Data Set	Grade(s)	Actual (Spr. '23)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Spr. '24)	Goal (Spr. '24)	Goal (3-Year)	
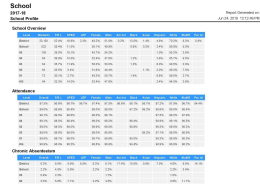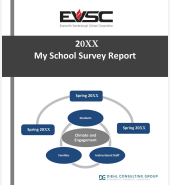
Attendance Rate	K-12	93.35% (74923.5 /80262.5)				(/)		
Chronic Attendance	K-5	39%					30%	
ILEARN English Proficiency	3-5	24.65% (53/215) 3: 20.6% 4: 28.4% 5: 24.7%	30.00% (66/220) 3: 30/80 (37.5%) 4: 18/66 (27.3%) 5: 17/71 (24%)	(/)	(/)	(/)	35%	
ILEARN Math Proficiency	3-5	34.88% (75/215) 3: 30.2% 4: 38.8% 5: 35.3%	29.68% (65/219) 3: 33/80 (41.3%) 4: 16/66 (24%) 5: 15/70 (21.4%)	(/)	(/)	(/)	45%	

NWEA Metric		**Actual (Spring '23)**	**Actual (Fall '23)**	**GOAL (Winter '23)**	**Actual (Winter '23)**	**GOAL (Spring '24)**	**Actual (Spring '24)**	**Goal (3-Year)**
NWEA: ELA (@ or above 50th% ile)	K-5	K: 66.2% 1: 54.8% 2: 48.8% 3: 44.4% 4: 43.3% 5: 44.7% TOTAL: 50.1%	K: 54.5% (36/66) 1: 52.7% (38/72) 2: 40.9% (25/61) 3: 51.9% (42/81) 4: 43.9% (29/66) 5: 38% (27/71) TOTAL: 50.1%	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:
NWEA: Math (@ or above 50th% ile)	K-5	K: 67.2% 1: 69.4% 2: 57.3% 3: 41.3% 4: 56.1% 5: 61.2% TOTAL: 58.8%	K: 52% (35/66) 1: 62.5% (45/72) 2: 55.7% (34/61) 3: 45.7% (37/81) 4: 36.4% (24/66) 5: 42.9% (30/70) TOTAL: 58.8%	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:

7. What is our ultimate goal?

7a. District Ultimate Goal: *Will this help us ensure every student at every grade level is on track to graduate ready for college or career?*

Other Resources

Report(s)	Previous SIP	School Profile	My School Survey		

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES: *High Expectations*   *Equity & Empathy*   *Accountability*   *Respect & Relationships*   *Trust*

Disaggregated Data (Required for CSI/TSI Schools)

Are we reaching our achievement goals?

English-Language Arts

Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)
Overall	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Asian	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Black	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Hispanic	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Multiracial	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
White	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
English Language Learner	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Free/Reduced Lunch	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Special Education	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									

Mathematics

Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)
Overall	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Asian	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Black	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Hispanic	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Multiracial	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
White	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
English Language Learner	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Free/Reduced Lunch	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Special Education	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									

Are we reaching our growth goals?

English-Language Arts

Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)
Overall	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Asian	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Black	ILEARN	Previous Spring									
	NWEA	Current Fall									

Mathematics

Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)
Overall	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Asian	ILEARN	Previous Spring									
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Black	ILEARN	Previous Spring									
	NWEA	Current Fall									

Group	Assessment	Period							
Black	NWEA	Current Winter							
Black	NWEA	Current Spring							
Black	ILEARN	Current Spring							
Black	ILEARN	Previous Spring							
Hispanic	NWEA	Current Fall							
Hispanic	NWEA	Current Winter							
Hispanic	NWEA	Current Spring							
Hispanic	ILEARN	Current Spring							
Hispanic	ILEARN	Previous Spring							
Multiracial	NWEA	Current Fall							
Multiracial	NWEA	Current Winter							
Multiracial	NWEA	Current Spring							
Multiracial	ILEARN	Current Spring							
Multiracial	ILEARN	Previous Spring							
Native Hawaiian or Other Pacific Islander	NWEA	Current Fall							
Native Hawaiian or Other Pacific Islander	NWEA	Current Winter							
Native Hawaiian or Other Pacific Islander	NWEA	Current Spring							
Native Hawaiian or Other Pacific Islander	ILEARN	Current Spring							
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring							
White	NWEA	Current Fall							
White	NWEA	Current Winter							
White	NWEA	Current Spring							
White	ILEARN	Current Spring							
White	ILEARN	Previous Spring							
English Language Learner	NWEA	Current Fall							
English Language Learner	NWEA	Current Winter							
English Language Learner	NWEA	Current Spring							
English Language Learner	ILEARN	Current Spring							
English Language Learner	ILEARN	Previous Spring							
Free/Reduced Lunch	NWEA	Current Fall							
Free/Reduced Lunch	NWEA	Current Winter							
Free/Reduced Lunch	NWEA	Current Spring							
Free/Reduced Lunch	ILEARN	Current Spring							
Free/Reduced Lunch	ILEARN	Previous Spring							
Special Education	NWEA	Current Fall							
Special Education	NWEA	Current Winter							
Special Education	NWEA	Current Spring							
Special Education	ILEARN	Current Spring							

Group	Assessment	Period							
Black	NWEA	Current Winter							
Black	NWEA	Current Spring							
Black	ILEARN	Current Spring							
Black	ILEARN	Previous Spring							
Hispanic	NWEA	Current Fall							
Hispanic	NWEA	Current Winter							
Hispanic	NWEA	Current Spring							
Hispanic	ILEARN	Current Spring							
Hispanic	ILEARN	Previous Spring							
Multiracial	NWEA	Current Fall							
Multiracial	NWEA	Current Winter							
Multiracial	NWEA	Current Spring							
Multiracial	ILEARN	Current Spring							
Multiracial	ILEARN	Previous Spring							
Native Hawaiian or Other Pacific Islander	NWEA	Current Fall							
Native Hawaiian or Other Pacific Islander	NWEA	Current Winter							
Native Hawaiian or Other Pacific Islander	NWEA	Current Spring							
Native Hawaiian or Other Pacific Islander	ILEARN	Current Spring							
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring							
White	NWEA	Current Fall							
White	NWEA	Current Winter							
White	NWEA	Current Spring							
White	ILEARN	Current Spring							
White	ILEARN	Previous Spring							
English Language Learner	NWEA	Current Fall							
English Language Learner	NWEA	Current Winter							
English Language Learner	NWEA	Current Spring							
English Language Learner	ILEARN	Current Spring							
English Language Learner	ILEARN	Previous Spring							
Free/Reduced Lunch	NWEA	Current Fall							
Free/Reduced Lunch	NWEA	Current Winter							
Free/Reduced Lunch	NWEA	Current Spring							
Free/Reduced Lunch	ILEARN	Current Spring							
Free/Reduced Lunch	ILEARN	Previous Spring							
Special Education	NWEA	Current Fall							
Special Education	NWEA	Current Winter							
Special Education	NWEA	Current Spring							
Special Education	ILEARN	Current Spring							

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES: *Students Come First* *Intentionality* *Responsibility* *Collaboration* *Great People Matter*

Culture/Climate Planner (Required for Comprehensive/Targeted Support Schools)

1. Vision

1a. District Vision:	*Empowering our students to thrive in life.*
1b. School Vision:	

2. Mission

2a. District Mission:	*Preparing every student to excel in our global society through world-class learning experiences.*
2b. School Mission:	

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Baseline	

3b. Root Findings:	3c. Data Sources:
1. There were 976 Office Discipline Referrals during the 2022-2023 school year	1. Decision Ed
2. At the end of April '23, Tekoppel reported the second highest number of ODRs and OSSs across the 18 EVSC elementary schools (916 ODRs, 91 Out of School Suspensions)	2. Decision Ed
3. 75% of the time when there was an opportunity precise praise is not happening; 50% of the time when there was an opportunity, positive corrections were not seen	3. Culture Climate Walkthrough (August 2023)
4. Students "Sense of Belonging" has declined.	4. Panorama - Fall '22 = 61.2% - Spring '23 = 57.6%
5. Students "Teacher-Student Relationships" score below the district average.	5. Panorama - Fall '22 = 70.5% (EVSC = 76.9%) - Spring '23 = 71.6% (EVSC = 76.6%)

4. What are we going to do about it?

4a. Strategy/Intervention #1: Teacher skill development of strategies to build relationships and proactively reduce disruptions to learning.

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1:

Metric Type:	*Improvement*	Metric used:	Reduction in the quantity of quarterly discipline referrals - ODRs		
Data Set	Baseline Cumulative 23-24	Benchmark #1 Q1	Benchmark #2 Q2	Benchmark #3 Q3	Benchmark #4 Q4	End of Year Cumulative 23-24
Goal [7]	N/A					
Actual	976					

5b. Monitoring Strategy/Intervention #2:

Metric Type:	*Improvement*	Metric used:	Panorama: Sense of Belonging		
Data Set	Baseline Spring '23	Benchmark #1 Fall '23	Benchmark #2	Benchmark #3	Benchmark #4	End of Year Spring '24
Goal [10]	N/A					70%
Actual	58%	63%				

Question: Overall, how much do you feel like you belong at your school?

Goal [12]	N/A					75%
Actual	66%	72%				

5b. Monitoring Strategy/Intervention #2:

Metric Type:	*Improvement*	Metric used:	Panorama: T/S Relationships		
Data Set	Baseline Spring '23	Benchmark #1 Fall '23	Benchmark #2	Benchmark #3	Benchmark #4	End of Year Spring '24
Goal [8]	N/A					80%
Actual	72%	80%				

Question #1: If you walked into class upset, how concerned would your teacher be?

Goal [9]	N/A					75%
Actual	72%	77%				

Question #2: When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?

Goal [11]	N/A					75%
Actual	69%	78%				

Question #3: How excited would you be to have your teacher again?

Goal [13]	N/A					70%
Actual	63%	74%				

6. What is our target?

6a. School Smart Goal	

7. What is our ultimate goal?

7a. District Ultimate Goal:	*Will this help us ensure every student at every grade level is on track to graduate ready for college or career?*

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES: *High Expectations* *Equity & Empathy* *Accountability* *Respect & Relationships* *Trust*

Action Planning			Logistics		Short-Term Monitoring	
SIP Strategy	**Progress**	**Specific, Actionable Steps toward Achieving S-SIP Strategy [14]**	**Target Date:**	**Person(s) Responsible: [15]**	**Are we doing it?**	**Notes**
#1		What actions will we take to fully implement our strategy?	**Due Date: [16]**	Who is responsible for (and/or working on each action?)	Are we doing what we said we were going to do? [17]	Does the data indicate effectiveness? What adjustments need to be made?
Differentiated small groups --> PLC's will collaboratively plan and analyze multiple sources of data, using it to ensure students do the thinking and show mastery of essential arning targets. --> By monitoring and using evidence of student learning, teachers will take action utilizing data to propel ALL students toward proficiency. --> Teachers will release students to engage in thinking around the critical of the lesson. --> Develop PLC processes and practices as a vehicle for teachers and students to increase knowledge of where we're going and where we are (PLC Questions 1&2) --> Implement EL as designed by focusing on pacing and understanding the purpose for curriculum components so that students are consistently being challenged with a rigorous, engaging	1					
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	30					
	3 Year Timeline for Implementation, Review & Revision for Strategy 1					
	Year 2					
	Year 3					

Action Planning			Logistics		Short-Term Monitoring	
SIP Strategy	**Progress**	**Specific, Actionable Steps toward Achieving S-SIP Strategy [18]**	**Target Date:**	**Person(s) Responsible: [19]**	**Are we doing it?**	**Notes**
#2		What actions will we take to fully implement our strategy?	**Due Date: [20]**	Who is responsible for (and/or working on each action?)	Are we doing what we said we were going to do? [21]	Does the data indicate effectiveness? What adjustments need to be made?
PLC-data analysis & intentional planning **Teachers will utilize student data to maximize all students' learning towards mastery of essential skills.	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					

3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2							
	Year 3							

Action Planning			Logistics				Short-Term Monitoring		Notes
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [22]	Target Date:	Person(s) Responsible: [23]				Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [24]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [25]	Does the data indicate effectiveness? What adjustments need to be made?
	1	2 by 10 (2 identified S in their room)							
	2	Phone Calls Home (1 x student x quarter)							
	3	Panorama Student Groups							
	4	Classroom Lessons (1 x month) skill building							
	5								
	6								
	7								
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	12								
	13								
	14								
	15								
3 Year Timeline for Implementation, Review & Revision for Strategy 1									
	Year 2								
	Year 3								

| SIP Requirements	
Curriculum and Interventions	EVSC curriculum and interventions align with Indiana Academic Standards. Primary resources: Reading/ELA: Open Up Resources (Science of Reading aligned) and Zaner Bloser HW (gr. 3), Math: EVSC curriculum resources (K-1), Great Minds Eureka Math (gr. 2) and Savvas, Science: Mystery Science, Social Studies: Discovery Ed/EVSC Curriculum, Visual arts, music, health and physical education: EVSC Curriculum resources; Interventions: IXL, 95%, Just Words, Orton Gillingham Complete list of EVSC curriulum is available on the EVSC website under Academics.
Assessments (in addition to state assessments)	NWEA Computer Adaptive Assessment (Benchmark) is given to all K-10 students three times per year to identify students' instructional level and monitor student growth. PSAT (Benchmark) is administered to 8th and 9th grade students to align interventions and prepare for PSAT (gr. 10) and SAT. Achieve 3000 (Benchmark) is administered to grades 6-8 to identify instructional reading level and monitor growth. Students in grades K-2 are screened to determine tendencies of dyslexia (common formative) and students in K, 2, 4 and 7 are screened or assessed to determine eligibility for high ability services. Gr. 2 take early IREAD to determine need for support. Common formative and summative teacher or curriculum developed assessments aligned with Indiana Academic Standards are available within the EVSC curriculum.
Instructional Program	MTSS (Multi-tied System of Support) model: Tier I: high expectations for academic achievement are made clear and supported with scaffolding and resources using a variety of instructional strategies to meet diverse needs of students. MTSS multi-faceted team considers student data to evaluate, monitor and identify most in need students who require support in mastering grade level content or students who demonstrate advanced levels of achievement. Tier II or III supports provide evidence-based strategies and the team monitor progress to adjust supports as needed. The MTSS team also considers factors that inhibit academic achievement including attendance and work to put strategies in place for individual student improvement.
Coordination of Technology	EVSC provides robust support for integration of technology into the instructional program with professional development and training for teachers and staff, and dedicated technology specialists who support staff and infrastructure.
Career Awareness and Development	EVSC counseling curriculum and services are based on the ASCA model and includes career-focused classroom lessons at all levels as well as a variety of integrated opportunities including career fairs, job site tours, career based clubs, guest speakers and a robust offering of CTE courses.
Safe and Disciplined Environment	GAIN (Growth in Academics through Neuroeducation) provides professional development for staff and GAIN Self-Reg curriculum to support students in the development of self-regulation and future-ready skills that lead to academic success, career readiness, and ability to contribute positively to their communities. The MTSS team work with students who need additional Tier II and Tier III support to be successful. School rules and attendance, discipline and bullying policies are accessible on the EVSC website.
Cultural Competency	Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into classrooms in sensitive and useful ways that enhance learning for all students.
Attendance	EVSC Core Attendance Task Force works with schools to support schools to proactively improve attendance. The Truancy Roundtable works with community partners including the court system to put strategies in place to address chronic absenteeism. The school MTSS team address attendance as an obstacle to academic achievement and monitor data, determine need and strategies and monitor progress.
Parent and Family Engagement	District Family and Community Engagement (FACE) Team work with schools to support asset based two-way communication, cultivate trust and relationships, and support equity-focused family engagement with academic excellence for all students as the goal.
Secondary Schools	EVSC offers a wide variety of advanced placement, dual credit and advanced Career and Technical Education opportunities and students are encouraged through academic counseling services to seek advanced coursework. All course offerings are available on the EVSC website under Academics, Curriculum, HS course catalog.

Title 1 Schoolwide Additional Information

	District	School
Schoolwide Reform Strategies **Strategies to address the needs of all students** **Effective Timely Assistance**	EVSC implements an MTSS model of support. All students receive Tier I core instruction with robust expectations with scaffolding and resources to support academic achievement. There is a clear, data driven process for Tier II and Tier III identification (K-8), and evidence based reading and math intervention support based on need. All primary grade teachers (K-2) are trained in LETRS, a scientifically based approach to reading instruction. GAIN (Growth in Academics through Neuroeducation) provides regular professional development and technical assistance for staff. Tier I GAIN Self-Regulation curriculum supports students in development of skills leading to academic success. GAIN Support Specialists work with school teams to utilize data to identify students who need additional supports and develop plans for evidence-based Tier II and III supports. Each school with elementary grades has at least one teacher being trained in Science of Reading certification through Mount St. Joseph University.	Tekoppel school constantly works to improve MTSS in order to excel our students to their highest performance ability. All students are screened using multiple tools in the beginning of the year. Our school has two interventionists to operationalize this process. to kick the year off, previous years' data is considered when providing supports in August. As data is collected, additonal learning opportunities, both academic an behavior, suports are designed. Students are assigned to specific supports such as academic, behavioral, health and wellness, and attendance. The social worker, counselor, principal, interventionists, school nurse, speech pathologist, and behavior therapist participate in a weekly review of progress. Grade level teachers participate in amonthly review of progres.
Assessment (SW model of teacher inclusion in decision model	EVSC implements Professional Learning Communities and teachers have embedded, protected time during the day to meet. Teacher teams regularly review student data (individual, class and grade) to plan for and adjust instruction to move all students to mastery of standards. PLCs determine need for remediation or enrichment or refer students to the MTSS team for additional support.	Grade level teams, related arts, and teachers of exceptional learners meet daily to discuss curriculum and to review student performance data. Other PLCs exist in the building such as Culture and Community, Leadership, and MTSS. All teams have protected time to meet regularly and discuss specific components of the MTSS model. Grade level teachers look at learning objectives of the future and plan with the the expectations in mind.
Transition (Pre-K and Middle/HS) **(Assist Preschool children in transition to elementary school, students to MS/HS)**	For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Director of Early Learning Initiatives regularly collaborates with appropriate Headstart leadership to encourage on-going transition of students from Headstart to Kindergarten. Parent information and support is readily available for parents of students entering Kindergarten through multiple sources including district website, social media, schools and community agencies. Schools host family nights for new students transitioning to the school. School attendance district feeder schools plan and coordinate activities to support successful transition to middle and high school.	Tekoppel hosts Kindergarten Camp during summer school. Additionally, kindergarten teachers communicate with parents once class assignments are created. All kindergarten students are given an opportunity to visit their classroom prior to the first day of school. Data from early learning centers is delivered to classroom teachers, the school principal and MTSS team before the first day of school.
Increase Learning Time	EVSC provides a robust summer program for students in Title I schools that prioritizes most in need K-8 students. The summer program utilizes evidence based practices and provides reading and math curriculum with a STEM focus. EVSC provides a district Early Learning program for most in need students and prioritizes students who live in a Title I school elementary attendance district for enrollment. 21st Century schools provide additional after school learning opportunities for students.	Tekoppel hosts summer school throught the month of June. Data is reviewed in order to determine students who are demonstrate the most need of an extended learning opportunity. Teachers receive training before summer school begins. This training is based on a STEM approach to learning. During summer, curriculum is embeds engineering concepts. Students also participate in an extended summer school day where teachers provide hands-on learning on a variety of topics such as but not limited to cooking, arts, physical education, science, poetry, and literature. Students engage in community enrichment experiences (field trips).
Schoolwide Plan **(District technical support, grant activities, monitoring, evaluation)**	Chief Administrative Officials meet with building administrators and leadership team at least 2 times per month to monitor the SIP implementation and results, adjust action planning and short term monitoring based on data. The Superintendent and district executive leadership team meet two times per year with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs. The Director of Title I Support works with schools to ensure monitor Title I required grant activities.	The Zone 2 Chief Academic Officer and I meet regularly to discuss the school improvement plan. The zone 2 team which includes the CAO, strategiest, and specialist, assist with providing data resources, strategies, and best practice that assist in the development of the SIP. The school's leadership team works with the principal to discern the greatest area of need, strategies that have the highest impact, and gives consideration to the student/staff make up of the school. After evaluating multiple data and resources, primary goals are established and strategies aligned to our SIP. Consideration is also given to the manner in which funds can support specific strategies and professional development for teachers.
High quality, on-going Professional Development	EVSC implements a job embedded coaching model to support teachers in improving instruction and meeting the needs of all students. Teachers particpate in PLCs and summer PD opportunities to learn new strategies, skills and curriculum. Chief Administrative Officers work directly with Title I principals to provide coaching and on-going professional development. Paraprofessionals receive training based on their specific role.	Our SIP will guide the professional development that staff participate in each year. This PD includes but is not limited to supports in the areas of academics, classroom management, and building school community relationships. Teachers will be evaluated annually and given immediate feedback with 1-3 goals that they will work towards throughout the year. Professional development will be aligned to needs identified in the SIP and after initial evaluations. Additionally, our zone support team conducts regular walkthroughs to evaluate the progress of the SIP and continuously plan for PD.
Recruitment and Retention **(Recruitment and retention of effective teachers - high needs subjects)**	EVSC Executive Director of Human Resources and the Assist. Superintendent of Talent collaborate with higher education partners to recruit HQ staff to Title I schools. HR prioritizes offers for early contracts to new hires in Title I schools and hires Flex teachers to work in Title I schools prior to placement. Teachers in Title I schools receive additional compensation based on teaching in a high needs school. Human Resources staff work directly with certified staff holding emergency licensure to expedite transition to HQ and monitor non-HQ teachers in Title I schools yearly. Paraprofessionals meet the current requirements for Title I.	HQ Staff Roster

SWP Development **(SWP is developed with involvement of parents and other community members)**	Schools survey families and community partners yearly to gather input for SIP/Title I strategies. In addition, EVSC surveys families yearly (My School Survey) and results are provided to schools. Schools work with School Community Councils, parent organizations and familes to collect input for the SWP.	Tekoppel is fortunate to have an active PTA that meets monthly. At this meeting, parents are invited to attend and offer feedback on school protocols, procedures, etc. The attendees at these meetings are encouraged to solicit feedback from other community members who are unable to attend. Tekpppel's Title I plan is shared at this forum; disucssion regarding how to Title I funding can support learners at our building is prompted. We are fortunate to be a part of the 21st Century Grant and will meet with community members monthly to discuss operations at Tekoppel. Our school improvement plan will be shared at both forums as well as progress towards our goals.
Access to SIP **(Available to families, staff, community)**	A PDF of the school SIP is posted on the school website for access to parents and the public in the fall after submission to IDOE. The SIP document is a living google doc and staff have access or can be easily supplied access if needed.	
FACE Activities **(Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)**	District-wide Parent Engagement: The EVSC FACE Team will work with district and school leadership to inform decisions around family engagement programming and communication with familes. Parents are informed regarding academic assessment results through direct communication including phone calls, texts and emails. The Director of Title I Support provides assistance in planning evidence based family engagement activities that focus on increasing family capacity to support learning at home.	Tekoppel's SIP is shared at our monthly PTA meetings and will be shared with our Site Council. Additionally, our Youth First social worker is involved in the creation of our SIP and shares that with the agency.
Coordination of Programs **(Developed in coordination with other programs, services and resources)**	SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across mulitple programs. Chief Administrative Officers access other departments, programs and services as needed to support individual school needs.	
Coordination of Funds **(Describe how Title I funds will be coordinated with local,state and federal programs)**	The Director of Title I Related Grants coordinates use of funds based on the Continuous Improvement Plan, needs assessment priorities, school based needs assessments and input from Chief Administrative Officers. A federal grants team meets monthly to review alignment of funds.	

HQ Staff Roster Link

Title I Funded Positions and SIP Alignment				
Title	**FTE**	**Strategy 1**	**Strategy 2**	**Description and Alignment**
Mentor Teacher	1	☑	☑	Mentor teacher will provide job-embedded professional development at the teacher, classroom and PLC level through mentoring, coaching, and modeling use of data, high level engagement strategies and instructional best practice..
Instructionalist	2	☑	☑	Instructionalist will deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RtI support).
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		☐	☐	
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Waivers, Provisions, and Assurances

- ☑ No statutes and rules will be suspended from operation from this school.

- ☑ Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.

- ☑ Assessments besides state assessments are used at this school.

- ☑ Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.

- ☑ Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.

- ☑ Provisions are in place for the coordination of technology initiatives.

- ☑ A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.

- ☑ The plan complies with the board's core principles for professional development.

- ☑ Exclusive Representative supports the professional development component of this plan.

- ☑ Provisions are in place to maximize parental participating in the school.

Principal Signature of Assurance   _Date_

[1] Highlight the root cause findings on the "Self-Assessment" tab, and use the space below to explain your rationale.

[2] Checkpoint metrics should align to these data sources to allow for frequent progress monitoring.

[3] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[4] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[5] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[6] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[7] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[8] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[9] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[10] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[11] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[12] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter

intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[13] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:
4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[14] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[15] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[16] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[17] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[18] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[19] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

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[22] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[23] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

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Double click in each cell
below to pull up and select from a calendar.

[25] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.